DOCUMENT RESUME

ED 063 589 CS 000 018

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TITLE	The Starting Place: English, Reading.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	31p.; An authorized course of instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Course Descriptions; Course Objectives; Instructional Materials; Multimedia Instruction; Reading Diagnosis; *Reading Instruction; Reading Materials; *Reading Skills; *Remedial Reading Programs; Secondary Grades; Study Skills; Word Study Skills
IDENTIFIERS	*Quinmester Program

ABSTRACT

A description is presented of the reading laboratory course for secondary school students on reading levels three through nine in the Dade County, Florida, public schools. The course includes diagnosis of specific reading needs, and teaching word recognition, comprehension, and study skills. Classroom organization for the course focuses on individual instruction and provides for independent, small group, whole group, and laboratory instruction. Teaching strategies for each area of instruction are outlined in detail. Appendices include an informal reading inventory, lists of standardized reading and study skills tests, reading materials, workbooks, kits, audiovisual aids, and professional books. (AL)

ED 063589

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: THE STARTING PLACE 5111.33 5112.39 5113.77 5114.149 5115.164 5116.171

CS 000 018

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 063589

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THE STARTING PLACE

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English, Reading

Written by Arlyne Monyek
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: THE STARTING PLACE

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COURSE DESCRIPTION: A reading laboratory with individual programs in word analysis, reading comprehension and study skills using multimedia materials on reading levels from three through nine. Each student begins at a test-determined level and progresses as skill and effeciency increases. The basic purpose is to make the student more efficient in study and assigned reading as well as recreational reading. Instruction includes techniques enabling the student to continue improvement of skills after course completion.

I. Performance objectives

A. The student will demonstrate evidence of increased skill in word analysis by combining various clues such as word form and phonics, phonics and context, or structural analysis as the basis for word recognition.

B. The student will demonstrate the ability to comprehend materials of increasing difficulty and to increase the speed with which he reads.

C. The student will demonstrate evidence of appropriate habits and attitudes, as well as knowledge of good practices and training in specific study skills as reflected in his independence in using various reference sources, in improved grades and better personal adjustment.

D. The student will demonstrate increased visual efficiency in the speed of comprehension, the modification of eye movements and the span of recognition, as reflected by pretest and posttest evaluation.

E. The student will demonstrate progress in reading as indicated by scores of a selected standardized reading test, informal reading inventories, and/or teacher judgment.

II. Rationale

There are students in high school who cannot read satisfactorily. It is suggested that the high school teacher emphasize those elements known to be essential to effective reading, for reading involves a continuous process of learning and does not stop at the elementary school level. If one of the basic goals of education is to meet the student's individual needs then the high school must provide for these needs whether they are remedial or developmental.

The purpose of the "Starting Place" is to provide for the remedial needs of high school students working on reading levels three through eight.

The development and execution of such a program in the high school is based upon:

A. Diagnosis of the student's specific reading needs and strengths.

B. A design for all learning experiences to meet the needs identified by diagnosis.

C. Provision for a learning environment that challenges the student and enables him to meet with early success.

By this approach, steady growth in reading skills and attainment of emotional satisfaction is possible.

III. Course outline

A. Diagnosis of specific reading needs

1. School records

2. Standardized tests

3. Informal reading inventions

4. Classroom observations

5. Evaluation to determine specific needs

B. Word recognition

1. Sight

2. Phonetic analysis

a. Consonants (including blends and digraphs)

b. Vowels (including short, long digraphs and dipthongs, and selent e)

c. Silent letters

d. Rhyming

e. Linguistic patterns

3. Structural analysis

    a. Inflected endings

    b. Compounds and contractions

    c. Syllabication

    d. Word parts (includes prefixes, suffixes and roots)

    e. Accents

4. Dictionary skills

    a. Alphabetical knowledge

    b. Guide words

    c. Phonetic symbols and respellings

    d. Multiple definitions

C. Reading for meaning

1. Comprehension: skills in literal understanding

    a. Word meanings

    b. Concepts

    c. Main ideas and details

    d. Skimming

2. Interpretation

    a. Cause and effect relationships

    b. Making generalizations

    c. Drawing valid conclusions

3. Critical reading: reacting

    a. Comparing and contrasting

    b. Separating fact from fancy; fact from opinions; truth from partial truth; information from emotion

D. Study skills

1. Selection and evaluation skills

a. Selecting main ideas (sentences, paragraphs, and larger units)

b. Noting details

c. Recognizing irrelevant material

d. Answering questions

2. Organizational skills

a. Following time sequence

b. Outlining (paragraphs, sections and chapters)

c. Summarizing (paragraphs and larger units)

3. Locational skills

a. Learning the use of the table of contents, index, appendixes, and glossary

b. Utilizing card catalogue

c. Utilizing reference books and special collections

4. Specialized skills

a. Understanding significance of pictorial aids

b. Reading and interpreting graphs, tables, charts, cartoons, and diagrams

c. Reading maps

IV. Administration of the program

A. Criteria for pupil selection

1. Pupils who have reading disability as their major problem.

2. Pupils who ask for special help after their problem has been discussed with them and perhaps their parents.

3. Teacher recommendation.

5. Pupil may re-elect course based on student need and teacher judgment.

B. Classroom climate

1. Provide a learning environment that challenges the student and enables him to meet with early success.

2. Provide for freedom of choice and use of various materials.

3. Adapt group routines to the personality needs of the pupils, observe the results and continue to improve the effectiveness of the routine.

C. Classroom organization

1. Individual instruction.

2. Independent work contracted by the student as a result of teacher-student evaluation of student needs.

3. Small group activity with membership based on specific and similar needs of student.

4. Whole group activity.

5. Laboratory prescription using equipment.

6. Every student will have a folder filed at the end of each class and picked up at the beginning of each class. In his folder, the student will keep a record of all test scores, starting levels, progress charts, contract assignment, work and answer sheets. The records should be simple with little time involved in record keeping. these records are invaluable at weekly or periodic counseling times and provide encouragement for the student.

D. Materials and reading aids

1. Provide multi-level and multi-media materials to cover instruction in word recognition, vocabulary development, comprehension skills, speed and flexibility, and study skills.

2. Select for pleasure reading hardback and paperback books to cover a wide range of levels and interests.

3. Equip laboratory with the following basic technology: overhead projector, tape recorder, record player, listening posts, study carrels, good lighting, blackboard and bulletin space.

V. Teaching strategies

A. The teacher must do diagnostic teaching to ascertain where each student is in relation to skills development so that the program planned will permit maximum development of each student. Evaluation will involve some or all of the following procedures:

1. Examining school records for clues to the student's attitudes, interests and ways of thinking.

2. Comparing results of standardized tests of learning capacity with results of achievement tests; (see appendix for list of tests).

3. Discovering through an informal reading inventory, student strengths and weaknesses.

4. Classroom observations.

5. Evaluation to determine the nature of the deficiencies in order to plan a program of instruction.

B. Word analysis

1. The teacher provides the following types of exercises for students having difficulties with configuration:

a. Have students who have difficulty in discriminating similar looking words listen as teacher presents troublesome words in pairs. Pronounce one word from each pair, asking the student each time whether the first or second word of the pair is pronounced. If the words are homonyms, have student make sentences that illustrate the meaning in addition to the word. Examples of troublesome words: their-there; where-wear; quite-quiet; peace-piece.

b. Have students list words that have opposite meanings as a means of strengthening memory of word form by associating word form with printed word. Examples: debit-credit; incline-decline.

2. The teacher uses any approach to the teaching of phonics that is in agreement with accepted principles of learning.

   a. The teacher will include the processes of auditory discrimination, visual discrimination, word building and/or blending, and contextual application in teaching any phonic element. The same processes apply to the teaching of structural analysis. (Example for a lesson in teaching the sound of short e.)

      (1) Auditory and visual discrimination (placed on chalkboard and read by teacher).
      (2) Additional auditory discrimination (words read by teacher)

          nectar slender letter pebble

      (3) Word building (start with known words)

          (m)end nest(le) ben(d)
          (s)end ben(t)
          (bl)end

      (4) Contextual application (choose appropriate word and have students formulate sentences).

3. The teacher dictates words to the student having difficulty recognizing consonant sounds and the student records the letter that represents the first sound that he hears in each word. Words with consonant digraphs, blends, family patterns, and vowel sounds can also be used.

4. The teacher has the student substitute the beginning or final sound of a word with another consonant, consonant digraph or consonant blend. Example: met - substitute (pet or men)

5. The teacher demonstrates that the letter c can represent either the soft sound (s) or the hard sound (k), by presenting words which illustrate the principle that the vowel which follows the c usually controls the sound it stands for. Example: cellar city circle Lucy cake come cold cut. Lead the student to the generalization that when the c is followed by e, i, or y, it usually has the soft sound; if it is followed by any other vowel or consonant (except ch, the digraph), it has the hard sound.

Similarly, illustrate that the same generalization will usually hold for hard and soft g.

6. The teacher can use words from the list below to help the student to arrive at the generalization that some consonant letters are silent:

   ball letter hopped buzz happy grassy

   carefully across

   (Generalization: when double consonants appear in a word, one is silent.) The same approach may be used to guide the student to form other phonetic generalizations.

7. The teacher will provide practice time for the student to use technology to improve his auditory discrimination skills (see appendix for tapes, records). Phonic and study skill areas also provide for this development.

C. The teacher will check the student's knowledge of inflected or variant forms by requesting the student to construct the root words for each inflected form:

   singing (sing) guides (guide) boxes (box)
   walks (walk) played (play)

   As a variation, the teacher may ask the student to write inflected forms for selected root words.

D. The teacher has the student construct compound words from short words such as school, ball, time, room, road, ship, man, grand, air, and ground.

E. From a paragraph containing contractions, write several contractions on the chalkboard and have the student identify the long form of each, or state the long form and have him identify the short form.

F. The teacher guides students to formulate generalizations for syllabication by examining many words to illustrate the principles considered. Adequate opportunity for application should be provided.

   1. The teacher selects words to illustrate the open-syllable principle and have the student read each word in order to arrive at the generalization that a short word or syllable ends in a vowel, the vowel represents a long vowel sound. Example: she, so,

fa'mous, sky, me'dium. (Note: principal not applicable to unstressed syllable)

2. The teacher presents words to illustrate the closed syllables (ends with a consonant).

3. The teacher can present the silent e syllable principle in the same manner.

4. The teacher has the student identify the schwa sound and the vowel letter that represents it in each word as he pronounces it.

5. Have the student divide words into syllables and give the principle that he employs in making the divisions. la dy, run ning, moun tain, read y, la dle, pick le, test ed, rush ed, land ed.

G. The teacher provides the student with learning experience to develop the facility to recognize and make use of the most commonly used prefixes and siffixes.

1. Select a prefix or a suffix that is causing difficulty and ask the student to make derivatives from selected root words. Have the student use the words in sentences or give difinition for each derived word formed.

   a. Words suitable for practice with the prefix re are tell, read, work, wrote, play, teach, string, finish, and so on.

   b. Words suitable for practice with the suffix able are laugh, read, favor, account, comfort, reason, believe, and so on.

2. Using troublesome derived words, have the student identify the root word, prefix, and/or suffix and give the definition of each.

H. The teacher will provide practice with the generalization that the accent usually falls on the first syllable in a word of two syllables or of three syllables unless the first syllable is a prefix. Select words from students which illustrate the two types. Have the student place the accent on the proper syllable and tell whether there is a prefix on each word. Words which might be used are cres'cent, for'ti tude, fos'ter, par'a chute, (prefix) per mis'sive (prefix), pro fes' sion (prefix), med'i cate, mem'brane, en camp' (prefix), and em'pire.

Similar exercises can be constructed to illustrate the other principles of accentuation.

I. Context: To be used in conjunction with phonic and word structure clues. The teacher will provide experiences in which student can develop skill in using context clues combined with phonics and with word-structure clues.

J. The teacher will guide the student toward effective use of the dictionary by providing activities to develop the three essential skills: locating words, pronouncing words and deriving meanings for words which are unknown to the student.

1. The teacher will provide for practice in alphabetizing words. Exercises should include words that are placed in sequential order according to beginning first letter, two and three letter patterns. Example: Place words in alphabetical order.

2. The teacher should demonstrate how words may be found rapidly by opening dictionary at approximately the right location. Example: Open your dictionary to the sections in which these words may be found: beguile, mandate, specimen.

3. The teacher will provide practice in using guide words. Example: Determine whether each of the following words may appear on this page.

aft	28	aid
ago	afraid	aim
ahead	add	after

4. The teacher will provide guidance and practice in identifying the root word from alternate forms of the words since inflected forms of words do not ordinarily appear as first entries in dictionaries.

a. The teacher requests the student to identify the root word in each word. Have him decide whether he can locate the word in the dictionary. (He may need to look up the prefix or the suffix to get the meaning.)

unlawful	disparage	inferential
striding		repetitive

b. The teacher selects from a page words to be analyzed into parts - prefix, root, suffix, and ending.

c. The teacher places on the chalkboard a selection of words illustrating changes in derivatives that must be noted in selecting the entry word to look for. Have the student identify the entry word he will use.

deemphasized (emphasize)
reclassification (classify)
godlessness (godless)
reiterates (reiterate)

5. The teacher will provide learning experiences which will aid the student in developing pronunciation skills.

a. The student will note the key words in the dictionary and isolate the sounds of the vowels in each. He will use the key words to get the correct sounds for the following words.

sepulcher
epitome
harass
embarras
kaleidoscope

b. The teacher instructs the student to divide each word into syllables, to place the accent mark on the proper syllable, and to mark the vowels with diacritical marks, omitting silent letters as he writes each word.

commerce
fauna
cosmic
magnificent
reprehensible

c. Have the student underscore the accented syllable in each word and give a meaning for the word. Use homographs to show how the accent influences pronunciation and meaning. Example: The governor was present to present the present. The publisher was not content with the content of the article. We did not record the record.

6. The teacher will provide learning experiences involving words with multiple meanings.

a. Have the student look up words and find the number of different meanings it has.

b. Have the student identify the following abbreviations by matching abbreviation to the complete word.

adj.	int.	prep.
adv.	n.	v.
art.	pl.	v.i.
conj.		v.t.

c. The student will write synonyms or anyonyms for selected words found in reading assignment.

d. The student will identify the part of speech of a given list of words.

e. Have the student look up the underlined words in a set of given sentences and restate the definition given so that it fits smoothly into the sentence. Example: We had to cross the river. The church has a cross on it. Mother is rarely cross with us.

VI. Comprehension

A. The teacher, through the art of questioning, involves the student in the thinking processes needed to comprehend what is read.

B. The teacher helps student in reading to grasp the main idea, namely, to generalize in a declarative sentence what the author has said about the topic lead-question: What has the author stated about the topic? The fact-question is based directly on the text. Several different kinds of practice can be given to develop this type of comprehension:

1. In story reading, comprehension of the significance of an incident can frequently be tested by asking what feeling or emotion was felt by the main character during or after the incident.

2. Another form of question appropriate for story material is a request for a one-sentence summary of the incident.

3. In informational material, one can ask the students to select the main idea in each paragraph. The questions can take the form of multiple-choice items, in which the most adequate statement of the main idea is to be selected from other statements, or can

call for oral or written answers in sentence form.

4. After skill has been attained in finding the central thought in single paragraphs, similar practice questions can be used, based on a short selection of a few paragraphs.

5. An excellent way of helping students to develop skill in finding and expressing main ideas is to have them practice writing headlines for selections, as though they were preparing the selections for a newspaper.

6. Another variation is to provide practice in making up a title for a selection, or in choosing the most satisfactory of several proposed titles. This can be done for both single paragraphs and longer selections.

7. Many authors provide headings, subheadings, marginal notes, introductory statements, final summaries, or other ways of emphasizing what they consider to be the most important ideas. Discussion of the use of these aids is helpful to the student, who otherwise might fail to use them.

8. Learning to find key sentences is helpful. The student can be taught to look for a topic sentence which states the most important or most inclusive idea in the paragraph. Usually this is the first sentence, sometimes the last sentence.

9. Similarly, readers should learn to pay special attention to introductory and concluding paragraphs.

C. The teacher will provide training in reading to identify relevant details, namely, to locate supporting ideas. Lead question: Why? How much? How? Some of the kinds of practice in noting and recalling details in reading are as follows:

1. In informal discussion after oral or silent reading, the main thought should first be discussed. Then attention can be called to the details by such questions as:

> What are the ways in which this is shown?
> What evidence of the truth of this statement is presented?

2. An incomplete outline of a selection can be presented, with the main ideas filled in and blank spaces left for the details. After reading, the pupils complete the outline.

3. Straightforward questions about details also have their uses. Questions can be put in multiple-choice, completion, or short answer form. The multiple-choice type requires simple recognition, but the other forms encourage a more attentive attitude while reading because they require recall.

D. The teacher will aid the student in developing ability to skim rapidly over reading material. Practice will involve reading to find a specific answer and reading to get a total impression. Examples of questions to find a specific answer by skimming are:

Who was the man who discovered penicillen?

What battle terminated the Civil War?

What are the two industries basic to the economy of Japan?

The teacher will provide the student with practice exercises to develop skill in skimming for reading to get the general impression. In this type of reading the reader must have a specific purpose. The teacher may suggest such attivities as the following.

1. Looking over a chapter in a textbook, prior to serious study, in order to get an idea of the general scope of the chapter.

2. Sampling a few pages to form an opinion as to whether it is worth reading.

3. Going quickly through an article on a controversial issue to find out the author's point of view, without bothering to note his specific arguments.

E. The teacher will help student ability to note order or sequence of events, to grasp the cause-effect relationships involved, and to anticipate the rest of the story by providing practice for this type of comprehension.

1. The lead-question: Can you retell story in order in which the events occurred? Ommissions of significant events, changes in the order of events, and misunderstandings can easily be noted and corrected through discussion and rereading.

2. As a group or class exercise following silent reading, the major events described in the selection can be listed in scrambled order on the board or in mimeographed form, and the students can be asked to number them in the order in which they occurred, or to rewrite the list in correct order.

3. The habit of predicting outcomes can be developed by presenting brief unfinished stories and asking pupils to make up a suitable ending; to select the most plausible of several suggested endings; or stop at a critical point and ask student what they think will happen next.

F. The teacher will help student develop ability in reading to see the author's purpose, namely, to discover the author's "why". Lead-question: Why did the author write this?

G. The teacher will help student develop skill in reading to draw conclusions, namely, to infer the significance of what has been said. Lead question: Why is this important? The teacher may also present the student with some possible conclusions and let him determine the validity of each.

H. The teacher will help student develop skill in reading to learn new words, namely, to derive meanings of words by using contextual clues. Lead question: What syntactical or verbal clue signals the meaning of this word? What phonic or structural clues can we use? Can you make an intelligent guess by anticipating what is meant here?

I. The teacher will present materials that require critical reading and guide students in how to think rather than in what to think.

1. In providing opportunity for the student to identify and make use of the critical reading skills the teacher will involve the student in attacking the steps of scientific thinking:

a. State the problem.

b. Discuss tentative solutions.

c. Read and record findings of authorities on the problem.

d. Compare and appraise the findings.

e. Validate or repute the tentative solutions.

f. Summarize the findings.

g. Test the conclusions in similar situations.

2. The teacher will instill in the student an awareness of techniques used by propagandists and provide opportunities for the student to respond to them. Some of the common propaganda techniques are: name-calling, glittering generalities, transfer, testimonial, plain folks, card stacking and band wagon.

a. Have students prepare a bulletin board displaying pictures, advertisements, newspaper reports to illustrate each propaganda technique.

b. Have students read a newspaper article on a controversial issue and underline the words that prompt a favorable or unfavorable reaction to a given side of the issue.

c. Have students analyze the headlines of several newspapers with different points of view to reveal how words are used to influence readers' attitudes.

d. Have students write an essay developing one propaganda technique.

VII. Study skills

A. The teacher will teach students to outline. The following exercises suggest a natural progression.

1. Have student reduce key sentences to topics by eliminating extraneous words.

2. Have students discriminate between major and subsidiary topics. The teacher selects several topics showing how these may not be of equal importance.

3. Have students learn basic form of an outline. The use of a partially completed outline will help students see the relationship between the topic assigned the Roman numeral and its subtopics.

4. Have students read a selection and complete a three point skeleton outline. Eventually, students will write complete outline.

B. The teacher will help student to develop skill in summarizing by providing practice with the following types of exercises:

1. Choosing the best sentence that summarizes a paragraph, then a longer selection.

2. Restating the author's idea in a single sentence, then paragraphs.

3. Reorganizing different types of paragraphs and their functions.

C. The teacher instructs the student in the use of the index -- the most widely used tool in finding information.

1. Present student with a problem to which an answer is desired.

2. Have student suggest headings under which the information might be classified.

3. Have student locate page number and skim that page to find the specific information desired.

4. Have students utilize their skill on the indexes of encyclopedias, almanacs, atlasses, bibliographic sources such as Reader's Guide to Periodical Literature, and the card index at the library.

D. The teacher trains the student in techniques of following directions. Emphasize the need for reading and rereading. A suggested sequence:

1. Begin with one-step directions (underline all proper names, verbs, etc.). Follow with a two-step direction, etc.

2. Introduce directions for which the number of steps is not stated explicitly.

E. The teacher guides the student in developing skills necessary to read graphs, tables and charts. Attention should be drawn to the title, the values that are being compared, and the meaning of the symbols. Questions whose answers are stated directly should precede questions whose answers are inferred. Questions should make use of the information in the graph, table or chart.

F. The teacher will plan a series of lessons to help the student understand the function of such common elements as legends, scales, networks or lines in order to effectively read maps. Practice exercises might ask the student to ascertain:

1. The distance and the shortest route between two places.

2. The location between two points of interest.

3. The relationship between one feature and another.

4. Answers based on symbols.

VIII. The teacher will provide directed practice time for the student to improve his visual efficiency.

A. The teacher will provide Tachistoscopic training to increase perceptual accuracy, rapidity and retention, and thus the potential for improved comprehension.

B. The teacher will use controlled reading techniques to change the visual-functional and perceptual skills which underly the ocular-motor activity. Because the material is progessively covered and uncovered, regressions, excessive fixations and rereading is eliminated. Directional attack improves and visual activity is reduced.

C. See EDL and Psychotechniques for these materials.

IX. Motivation and application of reading skills

A. The teacher needs to motivate students to read extensively and make use of the reading skills they have learned.

B. The following are suggested strategies:

1. Surround students with books. Have books, magazines and newspapers available at all times.

2. Provide students with time to do pleasure reading in class.

3. Take students to the library. Assist them in selecting materials on their level of reading and to locate materials of interest to the student.

4. Read to students. Have students read or tell about books they enjoy.

5. Have students develop units of interest which deal with teenage problems. Motivate students to read in order to solve the problems.

6. Prepare interesting bulletin boards with students.

7. Provide for school-wide book fairs.

Appendix A

The Informal Reading Inventory

The informal reading inventory is a device which measures absolute standards rather than comparative norms. It may be teacher made or it can be obtained commercially (see appendix on tests). It is used to ascertain the student's independent, instructional, frustrational and capacity levels. The basic pattern of the informal reading inventory is the use of graded selections for silent and oral reading, with thorough comprehension checks on all materials. Silent reading should precede oral and the starting level at 1 or 2 levels below the one the teacher expects the student is reading on. As the reading is done, an accurate record is kept of the performance and the responses to the questions which are asked. Reading is done in a purposeful situation and a variety of types and skills and abilities is tapped.

Procedure:

1. Motivate student - develop purpose for reading
2. Student reads selection silently (teacher observes for signs of tension)
3. Teacher checks comprehension
4. Student reads selection orally from his mimeographed copy of the material as teacher checks errors made on a second mimeographed copy to be retained. A code such as the one that follows permits rapid checking:
   a. Encircle a word or part of word omitted.
   b. Indicate inserted word by a caret and write the word above the caret.
   c. Above a mispronounced word indicate the student's pronunciation.
   d. Draw a wavy line under repeated word or phrase.
   e. Place a P above a word that the teacher has to pronounce for the student.

The procedure should continue until each of the student's levels is determined. The criteria for each of the levels are as follows:

LEVEL	WORD PERCEPTION	COMPREHENSION (IN PERCENT)	TENSION SYMPTOMS
independent	98-99 percent	90	none
instructional	95-96 percent	75	none
frustration	90 percent or less	50 or less	finger pointing, vocalization, etc.
probable capacity	understands and uses words orally	75	

Appendix B

High School Reading and Study Skills Tests

California Reading Test, Intermediate (Grades 7-9), Advanced (Grades 9-14). Los Angeles: California Test Bureau.

Cooperative Reading Comprehension Test, Form 2A for typical students in grades 9, 10, 11, 12. Princeton: Cooperative Test Division, Educational Testing Service.

Cooperative Dictionary Test, educational Testing Service, Princeton, New Jersey. Measures knowledge of alphabetizing, as well as use of dictionary for meaning, spelling and pronunciation. For junior and senior high school.

Davis Reading Test (Grades 11-13). New York: Psychological Corp.

Diagnostic Reading Tests: Upper Level (Grade 7-College Freshman Year). Mountain Home, North Carolina: The Committee on Diagnostic Tests.

Dictionary Test, George D. Spache, Reading Laboratory and Clinic, University of Florida, Gainesville, Florida. Measures actual use of a dictionary for meaning, pronunciation, spelling, derivation and usage.

Gates Mac Giniti Reading Survey (Grades 3-10). New York: Bureau of Publications, Teachers College, Columbia University.

Iowa Tests of Educational Development, Science Research Associates, 259 East Erie Street, Chicago, Illinois. Test 9, "Use of Sources of Information," samples student's knowledge of the content and uses of basic library reference tools.

Sequential Tests of Educational Progress, Reading, Forms 2B (Grades 10-12) 3B (Grades 7-9). Princeton: Cooperative Test Division, Educational Testing Service.

Spitzer Study Skills Test (Grades 9-13). New York: Harcourt, Brace and World. Measures dictionary use; index, graphs; tables and maps; sources of information; outlining.

Stanford Diagnostic Phonics Survey, Consulting Psychologists Press, 577 College Avenue, Palo Alto, California. A group test of phonics skills for high school and college students.

SRA Achievement Series: Reading (Grades 6-9). Chicago: Science Research Associates.

SRA Achievement Series: Work-Study Skills (Grades 6-9). Chicago: Science Research Associates.

Stanford Achievement Tests: Reading. Advanced (Grades 7-9). New York: Harcourt, Brace and World.

Stanford Achievement Tests: Study Skills. Advanced (Grades 7-9). New York: Harcourt, Brace and World.

Informal Reading Inventories

Botel, Morton, The Botel Reading Inventory. Chicago: Follet Publishing Company.

Dade County Public School Reading Services: IRA. Miami, Florida.

Reading Clinic, Temple University, Betts Informal Reading Inventory. Philadelphia, Pa.: Temple University Reading Clinic.

Appendix C

Practice Materials and Workbooks

* Allyn and Bacon, Breakthrough Series, Books I-Iv, L3-6.

Barnell-Loft, Specific Skills Series. L1.5-6.5.
High interest, mature format at all levels. Includes Following Directions, Getting the Facts, Drawing Conclusions.

Benefic Press, Mystery Adventure Series. L2.5-6.0.

Sports Mystery Series. L3.

California Test Bureau, McGraw Hill, Lessons for Self Instruction. Books A-G, L.3-9. Following Directions, Reference Skills, Reading Interpretations, Sentence Patterns, Punctuation.

* Century Consultants, Negro American Heritage. L4-5.

Learning to Read While Reading to Learn.
High interest, individualized language skills program includes diagnosis and remediation techniques. L3-4.5.

* D. C. Heath, Teen-Age Tales. Books A-C, L3. Books 1-6, L5-6. Short stories, study questions.

Field Education Publications, Deep Sea Adventures Series. L1.8 to 5. Fast paced stories of underwater adventures with strong word repetition and comprehension building activities.

Kaleidoscope Readers. L2.5 to 9.5. Sequential skills oriented program, emphasis on relevance, critical thinking and word attack skills.

Reading-Motivated Series. L4.5 to 5.5. Social studies related adventure stories.

Americans All Series. L4-5. Social Studies related, diverse national origin of characters.

Student Materials
Reading Materials & Workbooks

* Follet, Turner-Livingston Communication Series. L5-6. Subjects; TV, Phone calls, Newspapers, etc. Includes comprehension checks, drills and quizzes in workbook format.

Accent Education Series. L3-4. Daily living problems.

Interesting Reading Series. L2.5 to 3.5.

* Macmillan, Gateway English. L5.5 to 8. Four softback anthologies at each of three levels; transparencies and L.P. records.

Reader's Digest. Advanced Reading Skill Practice Pad. L3-4. Sequenced application of decoding and comprehension skill.

Grow in Word Power. L3-4. Games, quizzes, puzzles for study of word origins.

Skill Builders. L2-8.

Scholastic Book Service, Scope. L5. Newspaper.

Scope Skill Books. L4-6. Skill Building. T.M.

Reluctant Readers. L3-8. Paperbacks. Library Jr. A.B., Library Sr. A.B.

Scott, Foresman. Basic Reading Skills for Jr. High School. L3-4. Workbook.

Basic Reading Skills for Sr. High School. L4-7. Workbook.

* Open Highways. L7-8. Total Language Arts program includes placement tests, skillbooks, duplicating masters.

Webster, McGraw-Hill. Conquests in Reading. L3-4. Decoding skills.

The Magic World of Dr. Spello. L3-5. Application of word study and dictionary skills to improve spelling.

Step Up Your Reading Power. Books A-E, L3-8. Basic comprehension skills. Books A-C use world problems such as job interviews, grooming, etc. Books D-E adaptations of literature.

Everyreader Series. Adaptations of classics, adventure and biography.

City Limits I & II., (6 titles in each). L5-7. Realistic stories involving problem solving.

Reading Shelf I & II. Paperbacks.

Kits

Grolier, Reading Attainment System. L3.5-4.5. Individualized high interest program.

Macmillan, Spectrum of Skills (6 booklets in each area). L4.0. Placement tests, self directing and correcting exercises in word alaysis, vocabulary development and comprehension. Boxed kit includes 4 of each pupil booklet and Teachers Manual.

Merrill, Building Reading Power Kit. L5.0. Programmed instruction format. Skills areas are Context, Structural Analysis and Comprehension. Complete kit.

SRA, Reading Lab Series (IIIa). L3-12. Individualized comprehension and skill building activities. Includes Power Builders, Listening Skill Selections, Rate Builders. Kit, Student Record Book.

Reading Lab Series (III b.) L5-12. (Same as III a).

Pilot Library (72 books). IIa L2-7; IIc L4-8; IIIb L5-12. Interest matched to selections in SRA Labs. Each pilot book an excerpt from a book. Comprehension exercises and self check key.

Filmstrips, Tapes, Records

EDL (Cook Consultants) Phonics Program, Sets 1 to 3. Prerecorded cards featuring sound blending and word building.

Listen, DA. Listening Comprehension. L4.5. Records.

Listen and Read, Study Skills. L5.5. Records.

Listen and Write, FA. Expressive skills. L6.5. Records or tapes used with student workbook.

Controlled Reader Story Sets. Speed of Comprehension, visual efficiency. L1 to College. Film strips, Companion workbook.

Eye Gate House, Fundamentals of Vocabulary Building (9 color filmstrips). Includes study of word meanings, rhymes, synonyms, antonyms, homonyms word structure and dictionary use.

* Field Education publishers, Checkered Flag Series. AV Kit (8 titles) L2.5 to 5.0. High motivation, sports cars, hot rod racing. Filmstrips, tapes and workbook.

Ideal (Drago), Listen, Look, Learn Tapes. L7-9. Skill orientated with ditto masters for accompanying worksheets. #2755 Syllable Rule and Accent Clue (8 tapes-16 lessons), #2775 Word Building (9 tapes-18 lessons).

Macmillan, Decoding for Reading. (16 records and 2 Readalong Books) R. L3.

School Equipment Distributors, Remedial Reading. Milti-level skills orientated program of 20 films. For use only in Psychotechnic T Matic 150 projector (decoding skills).

Society for Visual Education, Words: Their Origin, Use and Spelling. Vocabulary and concept development. Set of 6 filmstrips.

Films

Films may be obtained from the Dade County Audiovisual center.

Developing Reading Maturity: Comparative Reading. Coronet. 1-01232

Developing Reading Maturity: Critical Evaluation. Coronet 1-01230

Developing Reading Maturity: Interpreting Meaning. Coronet 1-01234

Developing Reading Maturity: The Mature Reader. Coronet. 1-01236

How Effective Is Your Reading? Coronet. 1-01240

How To Read A Book. Coronet. 1-00650

How To Read Newspapers. Coronet. 1-00133

How To Study. Coronet. 1-00526

Improve Your Reading. Coronet. 1-01242

Know Your Library. Coronet. 1-00111

Reading Improvement: Comprehension Skills. Coronet. 1-00707

Reading Improvement: Defining the Good Reader. Coronet. 1-00713

Reading Improvement: Effective Speeds. Coronet. 1-00715

Reading Improvement: Vocabulary Skills. Coronet. 1-00721

Audio-Visual Machines

Bell and Howell (Cook Consultants), Language Master. A self-instructional system involving visual-auditory stimuli and student response. This machine and pre-recorded cards are suitable for use in all grades. Choice of cards is dependent on specific needs of student.

EDL (Cook Consultants), Controlled Reader.

Tach-X.

Tach-X Tachistoscope. New York: Educational Developmental Laboratories. An instrument used in the classroom to flash at very fast speeds series of numbers or letters or words

for improvement in visual efficiency during reading. An individual hand tachistoscope called the Flash-X is available for individual practice.

Reading Eye Camera. Psychotechnics, Inc., 1900 Lickwick Avenue, Glenview, Illinois. T-Matic 150a Tachistoscopic projector for either open shutters or timed projection. Request information pertaining to their excellent Systems Approach Program and other materials.

* (State Adopted)

Appendix D

Professional Books

Barman, Henry A., Hogan, Ursula and Greene, Charles E. Reading Instruction in the Secondary Schools. New York: McCay Co., 1961.

Bond, Guy L. and Bond, Eva. Developmental Reading in the High School. New York: The Macmillan Co., 1941.

Bond, Guy L. and Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, Inc., 1967.

Carter, Homer L. J. and McGinnis, Dorothy J. Diagnosis and Treatment of the Disabled Reader. London: Collier-MacMillan Limited, The Macmillan Co., 1970.

Dawson, Mildred A. Developing High School Reading Programs. Newark, Delaware: International Reading Association, 1967.

Galliland, Dr. Cleburne Hap. Materials for Remedial Reading and Their Use. Billings, Montana: The Reading Clinic, Eastern Montana College, 1965. Compilation of all kinds of materials.

Gray, Wm. On Their Own in Reading. Atlanta: Scott, Foresman and Co., 1960.

Hafner, Laurence E. Improving Reading in Secondary Schools. New York: The Macmillan Company, 1967.

Heilman, Arthur W. Phonics in Proper Perspective. Columbus, Ohio: Charles E. Merrill, Inc., 1964.

International Reading Association. Reading Instruction in Secondary Schools. "Perspective in Reading," No. 2. The Association, Newark, 1964.

Jewett, Arno (ed.) Improving Reading in the Junior High School. Office of Education, Bulletin No. 10, Government Printing Office, Washington, 1957.

Karlin, Robert. Teaching Reading in High School. New York: The Bobbs-Merrill Co., Inc., 1969.

Loretan, Joseph O. and Umans, Shelley. Teaching the Disadvantaged. Teachers College Press, New York, 1966.

Marksheffel, Ned D. Better Reading in the Secondary School. New York: The Ronald Press, 1966.

Massey, Will J. and Moore, Virginia D. Helping High School Students to Read Better. New York: Holt, Rinehart and Winston, 1965.

Robinson, H. Alan and Rauch, Sidney J. Corrective Reading in the High School Classroom. International Reading Association, Newark, 1966.

Spache, George D. Good Reading for Poor Readers. Revised 1964. Champaign, Illinois: Garrard Publishing, 1964.

Strang, Ruth. Diagnostic Teaching of Reading. New York: McGraw-Hill, 1964.

Triggs, Frances Oralind. Reading. New York: Francis Oralind Triggs, 1960.

Weiss, M. Jerome. Reading in the Secondary School. Odyssey Press, New York, 1961.

Wilson, Robert M. Diagnostic and Remedial Reading for Classroom and Clinic. Coumbus, Ohio: Merrill Co., 1967.